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ABSTRACT

This paper reports on Catholic elementary and secondary schools in the United States. It gives statistical information on schools, enrollment, and faculty with a 10-year overview. The historical statistics include tables listing schools, pupils, and teachers by diocese, state, and region. Information was gathered from 161 diocesan offices, with the help of state conferences. Interspersed with the tables are brief reports on such topics as the role of religious communities, characteristics of private education, enrollment characteristics, and Catholic school faculty. (Author/LD)

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INTRODUCTION

CATHOLIC SCHOOLS IN AMERICA

1978-79

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

EA 011 506

INTRODUCTION

Since the academic year 1969-70, the National Catholic Educational Association has annually published a statistical report on Catholic elementary and secondary schools in the United States. Extensive data on Catholic and other nonpublic schools did not exist prior to that time and was badly needed to understand this very significant educational sector, to discuss potential forms of state and federal aid, and to encourage improved management locally through the collection and use of statistical information. With the help of the Carnegie Corporation of New York and the U.S. Office of Education, a broad data base on Catholic schools was established and remains available in NCEA's annual publications through 1974-75.

Beginning in 1975, the NCEA and the Curriculum Information Center, Inc., have jointly published a combination report and directory of Catholic schools. In an era interested in trend analysis supported by concrete institutions and particular persons, we feel that this combination of interpreted statistics and a specific directory is most valuable. This year's publication marks the tenth anniversary of the NCEA Data Bank for Catholic schools.

This tenth anniversary issue again presents national statistical information on schools, enrollment, and faculty with a ten year overview. Where similar information is available, some comparisons have been made within the private sector as with the public sector. In general we have used this 1978-79 report to summarize and highlight the more significant aspects of Catholic education as viewed over the ten years of data. The historical statistics contain tables which list schools, pupils, and teachers by diocese, state and region.

Information for this and the previous reports is gathered from the 161 diocesan offices, with the assistance of the state conferences. To these administrators and their most efficient staffs we owe a debt of thanks. Mrs. Phyllis Kokus of the NCEA staff, working with the diocesan offices, was able to meet the deadlines imposed upon her for collecting the data. We would like to thank her for her key role in preparing this report.

And finally, we would like to thank Father Frank Bredeweg for his analysis of this year's data and for his comprehensive reporting for the NCEA Data Bank over the past ten years.

Mrs. Rhoda Goldstein
Director of Financial Affairs, NCEA

CATHOLIC SCHOOLS AND
THEIR AMERICAN ROOTS

Catholic schools belong to an educational tradition as long standing as Western civilization itself. Volumes have been written about Christian contributions to formal education in the monastery, during the European revival of learning, in the "reduction" settlements of 16th century South America, in the formation of these United States. Christianity, along with Judaism, Islam, and the great Eastern religions, has throughout the centuries insisted upon the integration of secular and religious knowledge.

In colonial America, Catholic schools were an integral feature of the Spanish and French settlements. Later, however, penal legislation and anti-Catholic sentiment in the thirteen colonies limited these schools to a few struggling ventures. With the adoption of the Constitution and the Bill of Rights, and the arrival of more Catholic immigrants at the start of the 19th century, parochial schools were once again established in large numbers.

About 200 parochial schools were in operation by 1860, and the number increased dramatically to 1,341 by 1870. During this period, a controversy raged as to whether or not the Catholic Church in the United States should undertake a vast system of schools. At the Third Plenary Council of Baltimore in 1884, the American bishops resolved the question in principle with the decree:

> "that near every church a parish school, where one does not yet exist, is to be built and maintained in perpetuum within two years of the promulgation of this council, unless the bishop should decide that because of serious difficulties a delay may be granted."

The move from principle to practice was never fully accomplished, of course, since school expansion could not keep pace with the rapid increase in the number of Catholics and parishes, but by 1900 about one-third of the parishes operated schools. The Catholic school became part of the fabric of Catholic parish and family life, to such an extent that by 1968 about 57% of the parishes operated elementary schools.

History books have alleged various reasons for this irrepressible educational expansion, such as the special needs of the new-arrival immigrants and the anti-Catholicism of some public schools and textbooks. However, the fundamental force seems to be just as clear and powerful today as it was during all those decades. Many parents, students and educators believe that education must include the considerations and values of religion, and the commitment that this calls forth, whether intellectual, moral or liturgical, without compromising discipline or secular knowledge.

As Table 2 shows, a significant nonpublic educational sector, comprised of Catholic, other Church-related and some non-sectarian schools, has been established slowly but steadily over the past century. By the time of the 1961-62 National Center for Education Statistics survey, about 14,300 private schools had reported, and many others had not. Of those reporting, approximately 93% were church-related and 73% Catholic.

Table No. 1
Catholic Schools and Enrollments
1880 thru 1965

Year	Elementary		Secondary	
	Schools	Enrollment	Schools	Enrollment
1880	2,246	405,200	-	-
1890	3,194	633,200	737	-
1900	3,811	854,500	1,201	-
1910	5,856	1,237,300	1,549	-
1920	6,551	1,795,700	1,552	129,800
1930	7,923	2,222,600	2,123	241,900
1940	7,944	2,035,200	2,105	361,100
1950	8,589	2,560,800	2,189	505,600
1960	10,500	4,373,400	2,392	880,400
1965	10,879	4,492,100	2,413	1,081,700

Source: A Statistical Report on Catholic Elementary and Secondary Schools, 1967-68 to 1969-70, NCEA

Table No. 2
Nonpublic Schools by Founding Date
1961-62 Schools Reporting

Period	Total	Church Related		Not Church Related
		Catholic	Other	
Before 1850	104	57	44	3
1850-1899	2,453	1,927	505	21
1900-1929	3,939	3,391	437	111
1930-1949	2,083	1,305	585	193
1950-1960	3,347	2,430	739	178
Date Unknown	2,395	1,275	604	516
United States	14,321	10,385	2,914	1,022

Source: A Statistical Report on Catholic Elementary and Secondary Schools, 1967-68 to 1969-70, NCEA

The Role of Religious Communities

During this century of growth, Catholic schools were staffed almost entirely by religious, i.e. sisters, brothers, and priests. There would certainly have been no Catholic school system had there been no American religious communities. In the fifties, however, a change in the composition of the professional staff began to take place. The number of religious was decreasing and the number of lay teachers was increasing. Between 1950 and 1965, on the elementary level, even though the numbers increased from 61,800 to 76,200 religious, the percentage of religious to total national staff decreased from 93% to 63%. On the secondary level, though the numbers increased from 23,100 to 37,600 religious, the percentage declined from 83% to 66%. In general, Catholic school enrollments were reaching 5.5 million pupils, a level beyond the capacity of religious communities to handle alone, especially in view of the drastic declines of religious during the 1960's and 70's.

Some Characteristics of Private Education

The National Center for Education Statistics defines nonpublic schools as schools which are privately controlled by a nonpublic entity and are financed from sources other than public taxation or public grants. In the light of recent U.S. Supreme Court rulings on church/state relationships in this country, private education receives no substantial financial support from federal or state governments, and accordingly operates independently of public school districts and state departments of education. For purposes of accreditation and reputation, however, established private schools generally observe most state requirements and guidelines.

According to NCES statistics, during the period from 1965-66 to 1976-77, schools declined from 19,946 to 17,950, a decrease of 1,996 schools or 10%. Enrollment declined from 6.3 million to 4.8 million pupils, a decrease of 1.5 million pupils or 24%. Closer analysis reveals the following:

	Increase (Decrease)	
	Schools	Enrollments
Catholic	(3,584)	(2,116,300)
7th Day Adventists	(519)	(9,300)
Other Church Related	756	261,500
Not Church Related	1,351	363,300
	(1,996)	(1,500,800)

In short, while Catholic schools were undergoing decline and re-evaluation during the past decade, other private schools (except the Seventh Day Adventists) have gradually increased in number of schools and enrollment. Since the Catholic school situation has been relatively stable in recent years, even showing some isolated enrollment increases, it appears that the nonpublic sector as a whole may be more numerically significant in the future.

As a result of these dynamics since 1965, some interesting changes have taken place in regard to nonpublic elementary and secondary education. Primarily, it is far less Catholic, as these percentages of total private school enrollment indicate:

	1965-66	1976-77
Catholic	86.9%	70.0%
Other Church Related	7.7	15.3
Not Church Related	5.4	14.7
	100.0	100.0

In 1965-66, Catholic education comprised about 68% of the schools and 87% of the enrollment. In 1976-77, it comprised about 55% of the schools and 70% of the enrollment.

A comment is in order regarding the nonpublic schools which are not church-related. Until the 1976-77 NCES survey, data on these schools was not very reliable, since these are schools which often do not report to state agencies nor belong to national associations. Great effort is being made to identify and include these schools statistically, but the figures shown, approximately 3,700 schools serving 700,000 pupils, should be viewed as the best estimate available for 1976-77.

Table No. 3
Catholic Schools and Enrollments
1965-66 thru 1977-78

	Elementary		Secondary	
	Schools	Students	Schools	Students
1965-66	10,879	4,492,101	2,413	1,081,700
67-68	10,350	4,106,000	2,277	1,093,000
68-69	10,113	3,860,000	2,192	1,081,000
69-70	9,696	3,607,000	2,076	1,051,000
70-71	9,370	3,356,000	1,980	1,008,000
71-72	8,982	3,076,000	1,857	959,000
72-73	8,761	2,871,000	1,773	919,000
73-74	8,569	2,714,000	1,728	907,000
74-75	8,437	2,602,000	1,690	902,000
75-76	8,329	2,525,000	1,647	889,000
76-77	8,265	2,483,000	1,617	882,000
77-78	8,204	2,421,000	1,593	868,000

Source: NCEA Data Bank

Table No. 4
Private Schools and Enrollment - by Affiliation
1965-66 and 1976-77

	1965-66		1976-77	
	Schools	Students	Schools	Students
Catholic	13,484	5,481,300	9,900	3,365,000
Lutheran	1,457	188,500	1,660	228,300
7th Day Adventist	1,149	62,600	630	53,300
Baptist	145	25,200	380	99,700
Episcopal	320	48,600	370	83,700
Jewish	272	52,600	320	67,900
Presbyterian	36	4,800	220	53,500
Other Sectarian	714	99,900	750	148,000
Not Church Related	2,369	341,300	3,720	704,600
	19,946	6,304,800	17,950	4,804,000

Sources: Statistics of Nonpublic Elementary and Secondary Schools, 1965-66, NCES
Nonpublic School Statistics, 1976-77, Advance Report, NCES
NCEA Data Bank

Current Statistical Efforts

Federal agency efforts to collect information on nonpublic elementary and secondary education have been sporadic. Prior to 1976-77, the most recent data was of 1970-71, and this had gaps. Beginning with 1976-77, the National Center for Education Statistics (HEW) is gathering three consecutive years of private school data, contracting with NCEA and CAPE (Council for American Private Education). At this writing only 1976-77 information has been published, but as this year's 1978-79 project is completed, NCES will have considerable data available. Discussions regarding a future plan and program are currently taking place.

Private Schools as Partners in Education

Since the U.S. Supreme Court decisions of 1971 and 1973, which denied many states the right to legislate financial support for private education, nonpublic elementary and secondary schools have performed their educational service relatively unnoticed. Nevertheless, current statistics say that private schools remain a significant partner in American education today. Furthermore, projections seem to make it clear that private education will remain at least a strong 10% partner for the next decade, if not longer.

As Table 5 indicates, public school enrollments are expected to decline from 44.8 million pupils in 1975-76 to about 40.7 million by 1985-86, according to projections by the National Center for Education Statistics. Reliable private sector estimates are more difficult to find. The following totals have been reported for the first two years of the current NCES/NCEA/CAPE project:

Reported		Total	Church Related		Other
			Catholic	Other	
1977-78:	Schools	17,297	9,334	4,021	3,942
	Pupils	4,610,300	3,150,800	737,400	722,100
1976-77:	Schools	14,757	8,986	3,561	2,210
	Pupils	4,234,200	3,111,000	647,300	475,900

More private schools reported in 1977-78. However, the total universe is unknown. Different estimates are possible, but the NCES estimate of 4.8 million pupils is as defensible as any. Using this estimate as constant in Table 5, as NCES does in its projections to 1985-86, the private school percentage of pupils served should rise from the present 9.7% to about 10.5% for the next decade. In short, private schools are and will be an important part of the American educational scene for the foreseeable future.

Future Forces and Factors

One of the major forces affecting elementary and secondary education in America, until at least the turn of the century, is the decline in the number of school-age children during the 1970's and 80's. As Table 6 shows, the total number of school-age children is projected to decline until 1984-85, at which time the number will be about 84.8% of the 1970-71 level. The number of elementary school children (ages 5-13) should begin to increase in 1984-85, because more adults are of child-bearing age. The number of secondary school-age children (ages 14-17) will not stabilize until about 1990. All in all, it is not possible to determine from available information when, if ever, American elementary and secondary school enrollments will return to the 1970-71 level.

If there is a lesson to be drawn, it is probably that the next decade or two call for open minds and sound judgments by both public and private school proponents. In most areas of the country, many public elementary schools have already been closed or converted to some other purpose. Junior highs and senior highs are now being evaluated and converted. Public school financial problems receive a great deal of attention, but private schools receive no tax support and face even tighter finances. New proposals will certainly come to the fore. Hopefully, educators, government leaders, parents, and voters will meet the challenge of the next few decades as partners sharing the responsibility for American education.

Table No. 5
Enrollment Trends - Public and Private Sector
1965-66 thru 1985-86
(millions of pupils)

Reported	Millions of Pupils	Public		Nonpublic	
		K-8	9-12	K-12	% Total
1965-66	48.5	30.6	11.6	6.3	13.0%
70-71	51.0	32.6	13.3	5.1	10.0
75-76	49.6	30.5	14.3	4.8	9.7
Projected					
1976-77	49.2	30.1	14.3	4.8	9.8
77-78	48.5	29.5	14.2	4.8	9.9
78-79	47.7	28.8	14.1	4.8	10.1
79-80	46.7	28.2	13.7	4.8	10.3
80-81	45.9	27.9	13.2	4.8	10.5
81-82	45.3	27.8	12.7	4.8	10.6
82-83	44.9	27.9	12.2	4.8	10.7
83-84	44.9	28.2	11.9	4.8	10.7
84-85	45.1	28.4	11.9	4.8	10.6
85-86	45.5	28.8	11.9	4.8	10.5

Sources: Projections of Education Statistics to 1985-86, NCES
Statistics of Nonpublic Elem. and Sec. Schools, 1970-71, NCES
Nonpublic School Statistics, 1976-77, Advance Report, NCES

Table No. 6
School-Age Children
1965-66 thru 1986-87
(millions of children)

Reported	Total		Ages 5-13		Ages 14-17	
	Millions	%	Millions	%	Millions	%
1965-66	50.1	95.4	35.9	98.3	14.2	88.8
70-71	52.5	100.0	36.5	100.0	16.0	100.0
75-76	50.2	95.7	33.3	91.3	16.9	105.7
Projected						
1976-77	49.6	94.5	32.8	89.8	16.8	105.3
77-78	48.7	92.9	32.0	87.8	16.7	104.6
78-79	47.7	91.0	31.2	85.5	16.5	103.4
79-80	46.6	88.9	30.5	83.7	16.1	100.8
80-81	45.8	87.2	30.2	82.7	15.6	97.6
81-82	45.1	85.8	30.0	82.2	15.1	94.2
82-83	44.6	84.9	30.0	82.2	14.6	91.0
83-84	44.3	84.5	30.0	82.4	14.3	89.3
84-85	44.5	84.8	30.2	82.8	14.3	89.3
85-86	44.9	85.5	30.5	83.6	14.4	89.8
86-87	45.4	86.5	31.2	85.4	14.2	88.9

Source: Projections of Education Statistics to 1985-86, NCES, pp. 131-32

Number of Schools

In 1978-79, there were 45 fewer elementary and 29 fewer secondary Catholic schools than there were in the previous year. The decline continues to slow down for elementary schools, but secondary school closings went back to the 1976-77 level (1.8%). School closings or consolidations since 1970-71 have been as follows:

	Elementary		Secondary		Total	
	Schools	%	Schools	%	Schools	%
1971-72	388	4.1	121	6.1	509	4.5
1972-73	216	2.4	69	3.7	285	2.6
1973-74	197	2.2	62	3.5	259	2.5
1974-75	132	1.5	38	2.2	170	1.7
1975-76	108	1.3	43	2.2	151	1.5
1976-77	64	0.8	30	1.8	94	0.9
1977-78	61	0.7	24	1.5	85	0.8
1978-79	45	0.6	29	1.8	74	0.8

A six year period of dramatic closings and consolidations began in 1965-66 and reached its highpoint in 1971-72, when 509 schools closed. During the first half of the past decade (1968-69 to 1973-74),2,008 schools closed. In the past five years, 574 schools have closed, an average of about 115 per year. Of the 2,582 closings during the past decade, 1,951 were elementary and 628 were secondary.

Catholic schools have stabilized considerably during the past five years, and several factors have contributed. Generally, large scale reviews of diocesan school systems have been completed and implemented, and obvious closings and consolidations have been effected. Administrative and budget procedures have been improved, with resulting better management. The drastic movement of people from city to suburbs during the 1960's, a key factor since Catholic schools were built in the cities, seems to have slowed. Finally, and most important of all, Catholic parents and students have enthusiastically manifested their desire for Catholic schools. When forced to re-evaluate proponents of Catholic education have clearly testified that they are willing to accept higher tuitions and more intensive fund-raising efforts in order to support the schools.

Regional Trends

NCEA statistically divides the nation into six geographical regions. States comprising each region are listed in the tables of the Appendix. It may be helpful to view what has happened to the number of schools in each region during the past ten years.

As Table 8 shows, three regions (Great Lakes, Southeast, West) have about the same percentage of Catholic schools in 1978-79 as they did in 1968-69. The percentage of the nation's Catholic schools in New England declined from 8.8% to 7.1%, and in the Plains from 12.2% to 11.2%. The Mideast's percentage increased from 28.0% to 29.6%. The Southeast percentage increased slightly for both elementary and secondary, but this region has relatively few schools. In general, the regional variations do not seem significant. Similar problems, attitudes, and solutions have been shared by each region during the past decade.

Table No. 7
Elementary and Secondary Schools - By Region
1968-69 thru 1978-79

Elementary	1968-69	1973-74	1977-78	1978-79
New England	855	635	563	557
Mideast	2,831	2,561	2,441	2,421
Great Lakes	2,679	2,257	2,187	2,176
Plains	1,243	944	913	910
Southeast	1,001	891	858	854
West/Far West	1,504	1,281	1,242	1,241
United States	10,113	8,569	8,204	8,159
Secondary				
New England	230	149	139	135
Mideast	618	520	468	456
Great Lakes	489	378	347	336
Plains	252	189	176	176
Southeast	248	210	198	198
West/Far West	355	282	265	263
United States	2,192	1,728	1,593	1,564
All Schools:				
New England	1,085	784	702	692
Mideast	3,449	3,081	2,909	2,877
Great Lakes	3,168	2,635	2,534	2,512
Plains	1,495	1,133	1,089	1,086
Southeast	1,249	1,101	1,056	1,052
West/Far West	1,859	1,563	1,507	1,504
United States	12,305	10,297	9,797	9,723

Table No. 8
Percentage of Schools -- By Region
1968-69 and 1978-79

	Elementary		Secondary		All Schools	
	1968-69	1978-79	1968-69	1978-79	1968-69	1978-79
New England	8.4	6.8	10.5	8.6	8.8	7.1
Mideast	28.0	29.7	28.2	29.2	28.0	29.6
Great Lakes	26.5	26.7	22.3	21.5	25.7	25.8
Plains	12.3	11.1	11.5	11.2	12.2	11.2
Southeast	9.9	10.5	11.3	12.7	10.2	10.8
West/Far West	14.9	15.2	16.2	16.8	15.1	15.5
United States	100.0	100.0	100.0	100.0	100.0	100.0

Note: For a listing of the states comprising a particular region, please refer to the Historical Statistics at the end of this report. Total schools, pupils, and teachers are listed by diocese, state, and region for elementary and secondary.

Types of Schools

Catholic schools can be classified according to ownership and administration. As Table 9 shows, most elementary schools are single-parish schools, about 90% in 1978-79. Secondary schools are administered and financed in several ways: by a single parish, by several parishes, by the diocese, by a particular religious community. The following summary of the declines over the past ten years illustrates what has happened to the various school types:

	Elem.	Sec.
Parish	2,198	295
Inter-Parish	(234)	54
Diocesan	(46)	63
Private	36	216
Decline...	1,954	628

Single-parish and private elementary schools have declined, but the number of inter-parish and diocesan schools has increased. In other words, when many single-parish schools were in trouble, they either closed, consolidated with a nearby parish, or were operated by the diocese. As for secondary, single-parish and private schools account for most of the closings.

Location of Schools

Another way to view Catholic schools is by their location, either within the city limits of a major city (50,000 population), functionally bound as a suburb, or in a small town/rural area. As Table 10 shows, about half of all Catholic schools are still within the city limits of a major city. The following is a summary of the declines of the past decade:

	Elem.	Sec.
Urban	758	292
Suburban	355	130
Rural	841	206
Decline...	1,954	628

On both the elementary and secondary school level, the percentage of rural schools decreased between 1968-69 and 1978-79, while urban and suburban percentages increased. Rural schools often face enrollment and parish financial problems which do not lend themselves to solutions available to more populated areas.

Enrollment Sizes

As Table 11 indicates, about 56% of all Catholic elementary schools are between 100-300 pupils. Secondary schools are distributed more evenly over various enrollment ranges. The following summarizes the changes in the two year period from 1975-76 to 1977-78:

	Elem.	Sec.
Less than 400	(162)	53
400-750	158	9
Over 750	129	(8)
Decline...	125	54

The 125 fewer elementary schools in 1977-78 reflect 287 larger schools either dropping in enrollment or closing. Secondary schools with less than 400 students appear to constitute the schools closed in recent years.

Table No. 9
Types of Schools
1968-69 thru 1978-79

	1968-69		1973-74		1978-79	
Elementary	No.	%	No.	%	No.	%
Parish	9,524	94.2	7,715	90.1	7,326	89.8
Inter-Parish	203	2.0	420	4.9	437	5.4
Diocesan	39	0.4	114	1.3	85	1.0
Private	347	3.4	320	3.7	311	3.8
Total	10,113	100.0	8,569	100.0	8,159	100.0
Secondary						
Parish	577	26.3	326	18.9	282	18.0
Inter-Parish	238	10.9	196	11.3	184	11.8
Diocesan	536	24.4	518	30.0	473	30.2
Private	841	38.4	688	39.8	625	40.0
Total	2,192	100.0	1,728	100.0	1,564	100.0

Table No. 10
Location of Schools
1968-69 thru 1978-79

	1968-69		1973-74		1978-79	
Elementary	No.	%	No.	%	No.	%
Urban	4,541	44.9	3,997	46.6	3,783	46.4
Suburban	2,589	25.6	2,190	25.6	2,234	27.4
Rural	2,983	29.5	2,382	27.8	2,142	26.2
Total	10,113	100.0	8,569	100.0	8,159	100.0
Secondary						
Urban	1,134	51.7	921	53.3	842	53.8
Suburban	587	26.8	473	27.4	457	29.2
Rural	471	21.5	334	19.3	265	17.0
Total	2,192	100.0	1,728	100.0	1,564	100.0

Table No. 11
Catholic Schools - by Enrollment Size
1975-76 and 1977-78

	Elementary				Secondary			
	1975-76		1977-78		1975-76		1977-78	
Enrollment	No.	%	No.	%	No.	%	No.	%
1-100	516	6.2	542	6.6	94	5.7	92	5.8
101-200	1,916	23.0	1,920	23.4	201	12.2	171	10.7
201-300	2,515	30.2	2,691	32.8	219	13.3	244	15.3
301-400	1,291	15.5	1,247	15.2	232	14.1	186	11.7
401-500	783	9.4	722	8.8	193	11.7	196	12.3
501-750	958	11.5	861	10.5	331	20.1	319	20.0
751-1,000	258	3.1	172	2.1	194	11.8	199	12.5
Over 1,000	92	1.1	49	0.6	183	11.1	186	11.7
Total	8,329	100.0	8,204	100.0	1,647	100.0	1,593	100.0

Source: School Marketing Services, 1975-76, Curriculum Information Center
School Marketing Services, 1977-78, Curriculum Information Center

Number of Students

In 1978-79 Catholic school enrollment declined from 3,289,000 to 3,218,000 (Table 12), a decrease of 71,000 pupils or 2.2%. The following figures show the declines for each year since 1970-71:

	Elementary		Secondary		Total	
	Pupils	%	Pupils	%	Pupils	%
1971-72	280,000	8.3	48,000	4.8	328,000	7.5
1972-73	202,000	6.6	33,000	3.4	235,000	5.8
1973-74	160,000	5.6	20,000	2.1	180,000	4.7
1974-75	112,000	4.1	5,000	0.6	117,000	3.2
1975-76	77,000	3.0	12,000	1.4	89,000	2.6
1976-77	42,000	1.7	8,000	0.9	50,000	1.5
1977-78	62,000	2.5	14,000	1.6	76,000	2.3
1978-79	56,000	2.2	15,000	1.7	71,000	2.2

On the elementary level, this year's decline of 56,000 pupils (2.2%) was consistent with the four year average of 59,000 (2.3%) since 1974-75. On the secondary level, this year's 15,000 pupil decline (1.7%) was slightly higher than the average of 12,000 pupils (1.4%) since 1974-75.

Regional Changes

Looking at the past decade by geographical regions, there are some interesting variations. There are about 1,495,000 fewer elementary school students and 228,000 fewer secondary school students today than there were in 1968-69. By region, the declines have been:

	Elementary		Secondary	
	Pupils	%	Pupils	%
New England	166,000	52.7	22,000	24.4
Mideast	542,000	40.9	81,000	22.2
Great Lakes	445,000	41.4	89,000	30.1
Plains	135,000	39.2	24,000	24.0
Southeast	62,000	19.6	-	-
West/Far West	145,000	30.0	12,000	8.7
United States	1,495,000	38.7	228,000	21.1

The Mideast lost the most elementary students, New England had the highest percentage drop. High school enrollment declines were mixed. New England, the Mideast, and the Plains were approximately the national average, but the Great Lakes states lost the most numbers with the highest percentage. On the other hand, the Southeast maintained its 1968-69 enrollment level and the West declined only 8.7%. In recent years, as Table 13 shows, regional enrollment percentages are fairly constant.

Catholic School-Age Children and Enrollments

The fact that Catholic school enrollments have been stabilizing for several years now should also be related to the United States Catholic Conference estimates and projections of the number of Catholic school-age children. For example, the following are Catholic school-age children estimates:

	Elementary	Secondary
1974-75	10,007,000	5,222,000
1978-79	8,889,000	5,307,000
1982-83	8,147,000	4,700,000

Viewing the four year period since 1974-75, the number of elementary-age children has declined 12.2%, but enrollment only 9.1%. However, on the secondary level, Catholic school-age children have increased 1.6% since 1974-75, while enrollment declined 5.4%. From 1978-79 to 1982-83, Catholic elementary age children are projected to decline 8.4% and secondary 11.4%.

Table No. 12
Enrollment by Region
1968-69 thru 1978-79
(thousands of pupils)

	1968-69	1973 74	1977-78	1978-79
Elementary:				
New England	315	183	155	149
Mideast	1,326	952	809	784
Great Lakes	1,075	716	643	630
Plains	344	234	214	209
Southeast	316	270	258	254
West/Far West	484	359	342	339
United States	3,860	2,714	2,421	2,365
Secondary:				
New England	90	72	68	68
Mideast	364	317	290	283
Great Lakes	296	229	217	207
Plains	100	79	77	76
Southeast	93	89	92	93
West/Far West	138	121	124	126
United States	1,081	907	868	853
All Schools:				
New England	405	255	223	217
Mideast	1,690	1,269	1,099	1,067
Great Lakes	1,371	945	860	837
Plains	444	313	291	285
Southeast	409	359	350	347
West/Far West	622	480	466	465
United States	4,941	3,621	3,289	3,218

Table No. 13
Percentage of Enrollment by Region
1968-69 thru 1978-79

	1968-69	1973-74	1977-78	1978-79
Elementary:				
New England	8.2	6.7	6.4	6.3
Mideast	34.4	35.1	33.4	33.2
Great Lakes	27.8	26.4	26.6	26.7
Plains	8.9	8.6	8.8	8.8
Southeast	8.2	10.0	10.7	10.7
West/Far West	12.5	13.2	14.1	14.3
United States	100.0	100.0	100.0	100.0
Secondary:				
New England	8.3	7.9	7.8	8.0
Mideast	33.7	35.0	33.4	33.2
Great Lakes	27.4	25.3	25.0	24.3
Plains	9.2	8.7	8.9	8.9
Southeast	8.6	9.8	10.6	10.9
West/Far West	12.8	13.3	14.3	14.7
United States	100.0	100.0	100.0	100.0
All Schools:				
New England	8.2	7.0	6.8	6.8
Mideast	34.2	35.0	33.4	33.2
Great Lakes	27.7	26.1	26.2	26.0
Plains	9.0	8.7	8.8	8.8
Southeast	8.3	9.9	10.6	10.8
West/Far West	12.6	13.3	14.2	14.4
United States	100.0	100.0	100.0	100.0

Enrollment in Key States

As Table 14 shows, ten states account for 70% of the Catholic school enrollment, and these states therefore determine the national trends. Since 1968-69, enrollment in these key states has declined 36%, compared to the national decline of 35%. Looking at the past five years, enrollment in these states has declined 13%, compared to the national 11%. Of the 1,723,000 pupil decline since 1968-69, approximately 73% has occurred in these ten states.

In regard to particular states, the enrollment decline in four states constitutes 45% of the nation's during the past decade, i.e. New York (296,700), Pennsylvania (181,800), Illinois (172,600), and Michigan (128,000). Massachusetts (49.6%) and Michigan (48.8%) showed the highest percentage declines. On the other hand, California has declined only 1.9% over the past five years, Louisiana only 2.0%, and Ohio only 7.8%.

Enrollment in Key Dioceses

Catholic school enrollment is also concentrated in certain dioceses. The largest twenty (20) dioceses serve more than half of all the pupils. In viewing these figures, it should be remembered that these dioceses are generally larger than a metropolitan area, therefore considerably larger than the major city limits. Since 1968-69, as Table 15 shows, enrollment in the key dioceses has declined almost 37%, compared to the national decline of 35%. During the past five years, enrollment in these dioceses has declined over 13%, compared to the national decline of 11%, with the result that these (20) dioceses now comprise only 52.7% of the national enrollment.

As for particular dioceses, the enrollment decline in six dioceses constituted 30% of the nation's decline since 1968-69, i.e. Chicago (126,600), Brooklyn (91,300), Detroit (88,300), Philadelphia (85,800), New York (66,500), and Boston (64,800). The highest percentage declines were in Detroit (50.7%), Pittsburgh (48.2%), and Boston (47.4%). On the positive side, over the past five years, the enrollment decline in eight dioceses was less than 10%, i.e. San Francisco, New Orleans, Los Angeles, Cleveland, Baltimore, St. Louis, Milwaukee, and St. Paul-Minneapolis.

Enrollment Characteristics

In the early years of the NCEA Data Bank, information was gathered on certain enrollment characteristics which were until then unknown nationally, e.g. grade by grade enrollments, the percentage of Catholics, the choices of graduates, and the ethnicity of the students. We refer you to those publications for complete data, but a few highlights can be cited.

Enrollment is proportionately distributed over 1-12 grade levels, and the elementary school alternative of eliminating some lower grades when operations had to be curtailed seems to have all but disappeared by 1973-74. In 1978-79, about 91% of the students are Catholic, compared to 95% in 1970-71. As for graduates, about 58% of the Grade 8 graduates entered Catholic high schools in 1972-73, and about 15% of the high school grads entered Catholic colleges. Data on enrollment characteristics such as these has not been collected nationally since 1972-73, but the information gathered in the early years of the NCEA Data Bank seems to have reflected the realities and trends related to these items.

Table No. 14
Student Enrollment-Ten Largest States
1968-69 thru 1978-79

State	1968-69	1973-74	1978-79	Decline Since 1968-69	Decline Since 1973-74
1. New York	735,700	549,900	439,000	40.3%	20.2%
2. Pennsylvania	515,100	382,500	333,300	35.3	12.9
3. Illinois	460,300	334,000	287,700	37.5	13.9
4. California	326,700	263,400	258,400	20.9	1.9
5. Ohio	348,300	253,200	233,500	33.0	7.8
6. New Jersey	297,800	228,400	196,500	34.0	14.0
7. Michigan	263,500	151,100	134,900	48.8	10.7
8. Wisconsin	189,000	134,700	116,300	38.5	13.7
9. Louisiana	117,600	109,900	107,700	8.4	2.0
10. Massachusetts	210,300	131,400	106,100	49.6	19.3
(10) Largest States	3,464,300	2,538,500	2,213,400	36.1	12.8
(50) States + D.C.	4,941,000	3,621,000	3,218,000	34.9	11.2
Percent ...	70.1%	70.1%	68.8%	-	-

Table No. 15
Student Enrollment-Twenty Largest Dioceses
1968-69 thru 1978-79

Diocese	1968-69	1973-74	1978-79	Decline Since 1968-69	Decline Since 1973-74
1. Chicago	322,300	234,700	195,700	39.3%	16.6%
2. Philadelphia	264,300	211,400	178,500	32.5	15.6
3. New York	207,100	164,600	140,600	32.1	14.6
4. Brooklyn	212,800	158,300	121,500	42.9	23.2
5. Los Angeles	172,100	136,400	129,000*	25.0	5.4
6. Newark	144,800	104,500	87,000	39.9	16.8
7. Detroit	174,100	96,600	85,800	50.7	11.2
8. Cleveland	128,500	90,500	85,100	33.8	6.0
9. Boston	136,800	84,800	72,000	47.4	15.1
0. St. Louis	99,600	74,400	68,500	31.2	7.9
11. Cincinnati	90,500	71,700	62,600	30.8	12.7
12. New Orleans	74,400	68,800	67,000*	10.0	2.6
13. Milwaukee	92,800	64,800	59,100	36.3	8.8
14. Trenton	78,100	64,900	56,300	27.9	13.3
15. Pittsburgh	101,300	62,900	52,500	48.2	16.5
16. Rockville Centre	88,500	64,700	52,000	41.2	19.6
17. San Francisco	56,300	48,100	47,200	16.2	1.9
18. Buffalo	85,300	61,200	46,900	45.0	23.4
19. Baltimore	71,200	48,300	45,100	36.7	6.6
20. St. Paul-Mpls	71,400	46,800	42,200	40.9	9.8
(20) Largest Dioc.	2,672,200	1,958,400	1,694,600	36.6	13.5
All Dioceses	4,941,000	3,621,000	3,218,000	34.9	11.2
Percent ...	54.1%	54.1%	52.7%	-	-

*New dioceses were formed from Los Angeles and New Orleans since 1973-74. For purposes of comparison, about 18,000 students in Orange Diocese have been added to Los Angeles in 1978-79, and about 6,000 students from Houma-Thibodaux have been added to New Orleans.

Enrollment of Ethnic Minorities

The question of participation by Catholic schools in ethnic minority education, especially regarding black Americans, has been much discussed and debated during the past decade. Whatever the role and contribution of Catholic schools in these minority issues, and it has been and still is considerable, the schools' ability to help has been complicated by the explosion of many factors, e.g. the changing theological attitudes of Catholics as to the necessity of attending Catholic schools, the startling declines in the number of religious community members, inflation, the increase in lay teacher salaries, and the movement of so many people to the suburbs in the 1960's. The schools seemed to be hit hard and often. Through it all, however, Catholic schools remain integrally involved with minority educational and urban problems.

Realistically, it should be remembered that Catholic schools naturally tend to service those who support the school, and that the embracing of Christian doctrine would attract one ethnic group more than another. For example, the Black, Indian, and Oriental races have not historically embraced the Catholic religion, while the Spanish culture has a tradition of many centuries.

In regard to the number of schools, as pointed out earlier with school locations, the percentage of urban schools, both elementary and secondary, is higher in 1978-79 than it was in 1968-69. Most Catholic schools were built in the major cities, and the large dioceses have made an outstanding effort to keep them open. It has been the rural schools, not the urban, which have closed at the fastest rate. As for enrollment patterns, the best data available is for 1970-71 and the current 1978-79 year. Table 16 shows that black enrollment since 1970-71 in both elementary and secondary schools has increased from 4.8% to 7.7%, and Hispanic from 5.0% to 7.6%. The number of American Indian pupils has fallen to 8,600 during this eight year period, but the number of Asian Americans has doubled.

Characteristics and Comparisons

Although minority enrollment by school location (urban, suburban, rural) is known only from 1970-71, that data and undocumented knowledge from the field attest that most black students are in the urban schools, and often are not Catholic. The decline in the percentage of Catholics from 95% in 1970 to about 91% in 1978 is in great part due to the increased percentage of black students in Catholic urban schools. The total educational, social and economic importance of the local Catholic school is appreciated by any major city.

It is difficult to achieve a total and accurate context regarding minority enrollments. These statistics are not gathered for public schools by NCES or NEA, although the Office of Civil Rights did collect 1976-77 data. The rest of the nonpublic sector does not analyze enrollment by minorities. Table 17 shows the minority population for 1960 and 1970, but the Bureau of The Census does not distinguish Hispanic Americans. Table 18 compares public and Catholic school enrollments in 1976-77, and is probably the most informative comparison. Public schools seem to have about twice the percentage of black students, but otherwise the total percentage of other minorities is slightly in favor of Catholic schools.

Table No. 16
Catholic School Enrollment - by Ethnic Background
1970-71 and 1978-79

	1970-71		1978-79	
Elementary	Pupils	%	Pupils	%
Black Americans	172,000	5.1	197,600	8.4
Hispanic Americans	177,000	5.3	192,400	8.1
Asian Americans	18,300	.5	38,400	1.6
American Indians	18,000	.5	6,400	.3
All Others	2,969,300	88.6	1,930,000	81.6
Total	3,355,500	100.0	2,364,800	100.0
Secondary				
Black Americans	37,500	3.7	50,900	6.0
Hispanic Americans	38,600	3.8	53,200	6.2
Asian Americans	5,200	.5	9,200	1.1
American Indians	2,400	.2	2,200	.3
All Others	924,400	91.8	737,500	86.4
Total	1,008,100	100.0	853,000	100.0
All Schools				
Black Americans	209,500	4.8	248,500	7.7
Hispanic Americans	216,500	5.0	245,600	7.6
Asian Americans	23,500	.5	47,600	1.5
American Indians	20,400	.5	8,600	.3
All Others	3,893,700	89.2	2,667,500	82.9
Total	4,363,600	100.0	3,217,800	100.0

Table No. 17
United States Population - by Race
1960 and 1970

	1960		1970	
	People	%	People	%
Black Americans	18,872,000	10.5	22,580,000	11.1
Hispanic Americans	-	-	-	-
Asian Americans	878,000	.5	1,369,000	.7
American Indians	524,000	.3	793,000	.4
All Others	159,049,000	88.7	178,470,000	87.8
Total	179,323,000	100.0	203,212,000	100.0

Source: General Population Characteristics, 1970, Bureau of Census, pp. 1-262

Table No. 18
Public and Catholic School Enrollments - by Race
1976-77

	Public Schools		Catholic Schools	
	Pupils	%	Pupils	%
Black Americans	6,880,900	15.5	242,300	7.2
Hispanic Americans	2,841,200	6.4	252,400	7.5
Asian Americans	532,700	1.2	33,600	1.0
American Indians	399,500	.9	10,100	.3
All Others	33,738,700	76.0	2,826,600	84.0
Total	44,393,000	100.0	3,365,000	100.0

Source: U.S. Office of Civil Rights (HEW)
NCEA Data Bank

Catholic School Faculty

As the very thorough review and renovation of the system indicates, if Catholic schools have become accustomed to anything during the past ten years it is change. In addition to the school and enrollment adjustments of the decade since 1968-69, Catholic school faculties have undergone perhaps even more radical change. A few of these changes should be noted.

We have mentioned that the number of persons in religious communities is substantially less than a decade ago, and that lay teachers have been replacing religious teachers since about 1960. By 1978-79, lay teachers hold almost the same majority that religious held formerly, but the total staff is larger in relation to the students served. Catholic schools did not reduce their staff to the same extent that enrollment declined. Finally, a clear and deliberate effort was made to improve Catholic school faculties according to the usual accreditation standards of degrees held, certification, and teaching experience.

The Total Staff

In 1978-79, the Catholic school full-time teaching staff totalled 147,948 (Table 19), about 98,539 elementary and 49,409 secondary teachers. Since 1968-69, this reflects a decline of 17,000 teachers on the elementary level and 2,500 on the secondary, only a 15% decline for elementary and about 5% for secondary. Since schools have declined 21% and enrollment 35% during that period, it seems clear that Catholic schools have made a strong effort to improve the staff and the class sizes. The following comparison of pupil/teacher ratios in Catholic schools bears this out:

	1968-69	1973-74	1978-79
Elementary	31.3/1	26.4/1	24.0/1
Secondary	19.2/1	17.7/1	17.2/1

The elementary ratio has gone from 31 to 24 students per full-time teacher over the decade. The secondary ratio was sound in 1968-69, and has lowered to 17:1.

The Increasing Lay Staff

The dramatic shift from religious to lay faculty can be illustrated by the following analysis of the staff decline during the past ten years:

	(Increase) Decrease	
	Elementary	Secondary
Sisters	34,751	9,812
Male Religious	776	4,193
Lay Teachers	(18,505)	(11,497)
Decline	17,022	2,508

There are about 18,500 more elementary lay teachers today than there were in 1968-69, and about 11,500 more secondary lay teachers. As Table 20 shows, the elementary staff is now about 30% religious and 70% lay, while secondary is about one-third religious and two-thirds lay. This shift from religious to lay teachers does not seem to have affected the essential character of the Catholic school. School boards, parents, and lay teachers maintain the same conscientious concern so well exemplified by the religious community members who led the way and still hold key administrative positions.

Table No. 19
Full-Time Teaching Staff
1968-69 thru 1978-79

	1968-69	1973-74	1977-78	1978-79
Elementary:				
Sisters	63,204	40,396	30,888	28,453
Male Religious	1,278	632	620	502
Lay Teachers	51,079	61,757	68,231	69,584
Total	115,561	102,785	99,739	98,539
Secondary:				
Sisters	20,428	15,114	11,508	10,616
Male Religious	10,073	7,435	6,331	5,880
Lay Teachers	21,416	28,549	33,070	32,913
Total	51,917	51,098	50,909	49,409
All Schools:				
Sisters	83,632	55,510	42,396	39,069
Male Religious	11,351	8,067	6,951	6,382
Lay Teachers	72,495	90,306	101,301	102,497
Total	167,478	153,883	150,648	147,948

Table No. 20
Full-Time Teaching Staff - by Percentage
1968-69 thru 1978-79

	1968-69	1973-74	1977-78	1978-79
Elementary:				
Sisters	54.7	39.3	31.0	28.9
Male Religious	1.1	.6	.6	.5
Lay Teachers	44.2	60.1	68.4	70.6
Total	100.0	100.0	100.0	100.0
Secondary:				
Sisters	39.4	29.6	22.6	21.5
Male Religious	19.4	14.5	12.5	11.9
Lay Teachers	41.2	55.9	64.9	66.6
Total	100.0	100.0	100.0	100.0
All Schools:				
Sisters	49.9	36.1	28.1	26.4
Male Religious	6.8	5.2	4.6	4.3
Lay Teachers	43.3	58.7	67.3	69.3
Total	100.0	100.0	100.0	100.0

Table No. 21
Teaching Experience -- by Percentage
1971-72 and 1972-73

	Religious		Lay Teachers	
Elementary:	1971-72	1972-73	1971-72	1972-73
1 year or less	3.0	4.4	16.9	22.0
2-5 years	16.2	11.1	40.1	39.7
6-25 years	43.9	50.2	37.5	35.4
Over 25 years	36.9	34.3	5.5	2.9
Total	100.0	100.0	100.0	100.0
Secondary:				
1 year or less	4.1	5.2	18.8	18.6
2-5 years	11.2	11.2	37.9	44.9
6-25 years	46.3	48.8	31.1	34.6
Over 25 years	38.4	34.8	12.2	1.9
Total	100.0	100.0	100.0	100.0

Faculty Evaluation

The most common measures applied to gauge the general quality of a professional staff are the degrees earned, the state's certification of the qualifications and the years of teaching experience. This is not to say that an experienced, certified teacher with a doctorate is necessarily the best teacher, but these factors certainly seem to be steps in the right direction and they are the standards currently most measurable. Prior to 1969-70, there was a complete lack of national information about Catholic school faculties and these popularly accepted standards. The only data had been produced from isolated sample studies. From 1969-70 to 1972-73, therefore, sufficient data was assembled to describe this faculty and its trends, at least as measured by these standards.

Teaching Experience

In 1972-73, the religious generally had many years of teaching experience and the lay staff usually had less than 6 years (Table 21). On the elementary level, about 85% of the religious teachers had more than 5 years of experience, while about 62% of the lay teachers had less than 6 years. Similarly, on the secondary level, about 84% of the religious teachers had more than 5 years of experience, while 63% of the lay teachers had less than 6 years. Of the total elementary staff in 1972-73, about 58% had more than 5 years teaching experience. On the secondary level about 60% had more than 5 years. In general, the national Catholic school staff appeared to be well experienced.

Earned Degrees

On the elementary level, about 77% of the lay teachers and 89% of the religious staff held at least a B.A. degree in 1972-73 (Table 22). It is an understatement to say that remarkable progress in obtaining degrees was made by elementary schools from 1969-70 to 1972-73, when the teachers with "less than a B.A. degree" went from 41% to 23% for lay teachers, and from 20% to 11% for religious. On the secondary level almost all teachers had at least a B.A. degree in 1972-73, about 96% of the lay teachers and 98% of the religious staff. Consequently, it seems fair to say that Catholic school faculties are adequately degreed and continue to improve themselves in this respect.

Teacher Certification by State

As for teacher certification by state departments of education, this is an area which does not apply to private schools in the same manner that it applies to public schools. States cannot normally demand certification of private school teachers, some states not even having the mechanisms to certify them, and consequently not all private school teachers pursue this certification. In Table 23, the category "certifiable" is used to reflect those who are presently being certified or could be certified if they so chose. On the elementary level, about 88% were either certified or certifiable in 1972-73, and the trend towards certification is clear. On the secondary level, about 97% of the faculty were either certified or certifiable, also with a trend towards certification.

Table No. 22
Earned Degrees of Full-Time Staff by Percentage
1969-70 to 1972-73

		1969-70	1970-71	1972-73
Elementary				
Lay:	Less than B.A. Degree	40.5	34.5	22.7
	Bachelor's Degree	55.1	61.1	71.5
	Master's Degree	4.3	4.3	5.7
	Earned Doctorate	.1	.1	.1
	Total	100.0	100.0	100.0
Religious:	Less than B.A. Degree	19.6	17.3	10.6
	Bachelor's Degree	65.6	63.4	63.3
	Master's Degree	14.7	19.2	26.0
	Earned Doctorate	.1	.1	.1
	Total	100.0	100.0	100.0
Secondary				
Lay:	Less than B.A. Degree	3.9	3.7	4.1
	Bachelor's Degree	71.4	71.9	69.9
	Master's Degree	24.0	23.8	25.5
	Earned Doctorate	.7	.6	.5
	Total	100.0	100.0	100.0
Religious:	Less than B.A. Degree	1.7	1.6	2.0
	Bachelor's Degree	43.2	39.4	32.6
	Master's Degree	54.3	58.1	63.7
	Earned Doctorate	.8	.9	1.7
	Total	100.0	100.0	100.0

Table No. 23
Certification of Full-Time Teachers -- by Percentage
1969-70 to 1972-73

		1969-70	1970-71	1972-73
Elementary				
Lay:	Actually Certified	(56.5	52.2	66.7
	Certifiable	(-	23.7	17.7
	Not Certifiable	43.5	24.1	15.6
	Total	100.0	100.0	100.0
Religious:	Actually Certified	(68.7	63.5	73.9
	Certifiable	(-	23.8	18.8
	Not Certifiable	31.3	12.7	7.3
	Total	100.0	100.0	100.0
Secondary				
Lay:	Actually Certified	(70.4	62.1	69.3
	Certifiable	(-	25.4	26.9
	Not Certifiable	29.6	12.5	3.8
	Total	100.0	100.0	100.0
Religious:	Actually Certified	(71.4	65.4	74.6
	Certifiable	(-	27.0	22.6
	Not Certifiable	28.6	7.6	2.8
	Total	100.0	100.0	100.0

Summary and Conclusion

Catholic schools belong to an educational tradition as old as Western civilization. They were an integral part of the American colonial settlements and have been the major component of a nonpublic education sector established during the past century. Today, private education remains a significant partner in American elementary and secondary education, just as it is on the level of higher education, and gives sound evidence of strength for the foreseeable future. To those who favor an alternative educational system, free to compete and innovate, adopting various values and philosophies, this is good and welcome news.

After the U.S. Supreme Court decisions of 1971 and 1973, many supporters and opponents doubted that private schools could survive for very long. Although most proponents of private education still feel that these decisions were unfair and unwise, the law of the land clearly dictated that nonpublic education face these recent pivotal years without public financial assistance. The strain has indeed been great and the financial story of most private schools has not yet been told, but the vote of confidence given nonpublic education by parents, pupils and communities during the past few years is unmistakable. Catholic schools have been able to stabilize and regenerate, while other private schools have continued their growth.

As for totals and trends, Catholic elementary and secondary education closed or consolidated only 74 schools (less than 1%) and lost only 71,000 pupils (about 2%) during the past year. In terms of academic offerings, class sizes, and faculty degrees, experience, and certification, Catholic schools are probably at their finest hour. Since the number of these schools declined while other private schools increased, the nonpublic sector is far less Catholic today than it was a decade ago. All things considered, private education is alive, as well as it can be under trying circumstances, and ready to live in America for many future generations.

The ten year overview used in this narrative throughout may sometimes seem to concentrate upon school closings and enrollment declines, a possibly depressing atmosphere to those who are interested in private education and may have sacrificed greatly on its behalf. Our attitude is anything but negative, especially since the last five years give very positive indications. We have merely tried to review the information gathered during the first ten years of the NCEA Data Bank, and to analyze it accurately. Perhaps the most hard-earned lesson of the past educational decade is that reality cannot be denied and that the truth must be faced. Undoubtedly the most encouraging aspect of these years is the irrepressible desire and support demonstrated for private education, and especially when related to church and religious groups.

Frank H. Bredeweg, C.S.B.
NCEA Data Bank Consultant

CATHOLIC SCHOOL STATISTICS

1978-79

From Catholic Schools in America
1979 edition

CHART A

CATHOLIC SCHOOL STATISTICS ALPHABETICALLY BY STATE

	No. of Elementary Schools	No. of Secondary Schools	Total Number of Schools	No. of Elementary Students	No. of Secondary Students	Total Student Enrollment
Alabama	51	5	56	12,207	3,237	15,444
Alaska	3	2	5	451	229	680
Arizona	45	8	53	13,196	4,042	17,238
Arkansas	32	6	38	5,408	2,154	7,562
California	604	132	736	184,023	74,363	258,386
Colorado	59	14	73	13,920	3,805	17,725
Connecticut	169	33	202	41,983	20,549	62,532
Delaware	29	8	37	10,779	5,105	15,884
District of Columbia	83	26	109	25,884	11,757	37,641
Florida	146	31	177	53,145	21,189	74,334
Georgia	30	7	37	9,448	3,770	13,218
Hawaii	31	8	39	11,065	4,280	15,345
Idaho	12	1	13	1,809	487	2,296
Illinois	679	108	787	208,305	79,359	287,664
Indiana	205	24	229	50,668	13,858	64,526
Iowa	150	31	181	34,422	13,868	48,290
Kansas	91	19	110	18,824	7,325	26,149
Kentucky	162	32	194	37,633	14,346	51,979
Louisiana	197	63	260	78,562	29,150	107,712
Maine	23	4	27	6,227	1,299	7,526
Maryland	93	25	118	31,513	13,544	45,057
Massachusetts	258	76	334	71,224	34,872	106,096
Michigan	339	71	410	102,590	32,305	134,895
Minnesota	229	27	256	54,044	13,295	67,339
Mississippi	37	12	49	7,681	3,107	10,788
Missouri	281	51	332	69,934	26,736	96,670
Montana	22	5	27	3,522	1,469	4,991
Nebraska	98	35	133	20,043	10,317	30,360
Nevada	11	3	14	2,827	1,311	4,138
New Hampshire	31	6	37	8,947	2,468	11,415
New Jersey	472	99	571	143,601	52,872	196,473
New Mexico	29	4	33	7,161	1,755	8,916
New York	948	172	1,120	329,438	109,610	439,048
North Carolina	38	3	41	9,008	1,156	10,164
North Dakota	33	8	41	6,101	2,442	8,543
Ohio	530	96	626	171,753	61,723	233,476
Oklahoma	28	6	34	5,232	2,112	7,344
Oregon	54	11	65	10,589	4,135	14,724
Pennsylvania	796	126	922	242,942	90,367	333,309
Rhode Island	64	13	77	17,911	7,182	25,093
South Carolina	26	4	30	6,397	1,534	7,931
South Dakota	28	5	33	5,182	1,772	6,954
Tennessee	44	11	55	10,540	5,281	15,821
Texas	243	53	296	61,930	19,571	81,501
Utah	8	2	10	2,197	857	3,054
Vermont	12	3	15	2,876	1,329	4,205
Virginia	55	15	70	17,566	5,728	23,294
Washington	85	13	98	20,024	7,219	27,243
West Virginia	36	9	45	6,417	2,488	8,905
Wisconsin	423	37	460	96,157	20,159	116,316
Wyoming	7	1	8	1,447	154	1,601
TOTALS	8,159	1,564	9,723	2,364,753	853,042	3,217,795

CHART B

ARCHDIOCESES/DIOCESES RANKED BY NUMBER OF STUDENTS

Rank	Archdiocese/Diocese	No. of Schools	No. of Students
1	Chicago, IL	459	195,665
2	Philadelphia, PA	336	178,470
3	New York, NY	356	140,630
4	Brooklyn, NY	202	121,485
5	Los Angeles, CA	291	111,048
6	Newark, NJ	265	87,040
7	Detroit, MI	210	85,781
8	Cleveland, OH	197	85,136
9	Boston, MA	225	72,016
10	St. Louis, MO	212	68,527
11	Cincinnati, OH	156	62,591
12	New Orleans, LA	123	60,985
13	Milwaukee, WI	195	59,076
14	Trenton, NJ	140	56,269
15	Pittsburgh, PA	184	52,493
16	Rockville Centre, NY	108	52,028
17	San Francisco, CA	135	47,160
18	Buffalo, NY	180	46,898
19	Baltimore, MD	118	45,057
20	St. Paul-Minneapolis, MN	125	42,167
21	Washington, DC	109	37,641
22	Miami, FL	76	37,108
23	Toledo, OH	111	35,828
24	Hartford, CT	112	35,078
25	Louisville, KY	89	29,266
26	Camden, NJ	82	29,128
27	Rochester, NY	87	28,074
28	Joliet, IL	76	25,873
29	Providence, RI	77	25,093
30	Green Bay, WI	109	24,622
31	Paterson, NJ	84	24,036
32	Youngstown, OH	71	23,534
33	Omaha, NE	87	22,832
34	Indianapolis, IN	80	22,776
35	Syracuse, NY	74	22,145
36	Dubuque, IA	73	22,069
37	Oakland, CA	66	21,809
38	Columbus, OH	70	21,265
39	Allentown, PA	87	20,836
40	Albany NY	82	20,701
41	Scranton, PA	81	20,519
42	Erie, PA	68	20,415
43	Seattle, WA	68	20,401
44	San Antonio, TX	70	19,532
45	Bridgeport, CT	63	19,229
46	Springfield, IL	72	19,219
47	Galveston-Houston, TX	59	19,174
48	Harrisburg, PA	70	18,674
49	Lafayette, LA	59	18,596
50	LaCrosse, WI	83	18,186

CHART B (Continued)

Rank	Archdiocese/Diocese	No. of Schools	No. of Students
51	Orange, CA	41	18,107
52	Peoria, IL	64	17,407
53	Kansas City-St. Joseph, MO	57	17,343
54	Rockford, IL	56	16,883
55	St. Petersburg, FL	41	16,038
56	Wilmington, DE	37	15,884
57	Denver, CO	59	15,816
58	Covington, KY	72	15,650
59	Honolulu, HI	39	15,345
60	San Diego, CA	47	15,336
61	Fort Wayne-South Bend, IN	48	15,063
62	Gary, IN	45	14,969
63	Sacramento, CA	51	14,560
64	Lansing, MI	46	14,223
65	Portland, OR	61	13,954
66	Baton Rouge, LA	31	13,517
67	Springfield, MA	40	13,319
68	Kansas City, KS	49	13,203
69	Belleville, IL	60	12,617
70	Dallas, TX	38	12,592
71	Arlington, VA	32	12,172
72	Sioux City, IA	49	12,016
73	Grand Rapids, MI	51	11,684
74	Phoenix, AZ	31	11,457
75	Manchester, NH	37	11,415
76	Orlando, FL	32	11,394
77	Greensburg, PA	52	11,277
78	Richmond, VA	38	11,122
79	Altoona-Johnstown, PA	44	10,625
80	Madison, WI	51	10,440
81	Fall River, MA	35	10,398
82	Worcester, MA	34	10,363
83	Saginaw, MI	41	9,969
84	Mobile, AL	30	9,410
85	San Bernardino, CA	31	9,141
86	Wheeling-Charleston, WV	45	8,905
87	Alexandria-Shreveport, LA	32	8,515
88	Norwich, CT	27	8,225
89	Nashville, TN	31	8,002
90	St. Cloud, MN	40	7,973
91	Charleston, SC	30	7,931
92	Memphis, TN	24	7,819
93	Evansville, IN	35	7,682
94	Little Rock, AR	38	7,562
95	Portland, ME	27	7,526
96	Davenport, IA	35	7,419
97	Fresno, CA	26	7,379
98	Wichita, KS	31	7,339
99	Jefferson City, MO	38	7,272
100	Winona, MN	30	7,272
101	Savannah, GA	21	7,135
102	Ogdensburg, NY	31	7,087
103	Owensboro, KY	33	7,063
104	Santa Fe, NM	23	6,963
105	St. Augustine, FL	17	6,788

CHART B (Continued)

Rank	Archdiocese/Diocese	No. of Schools	No. of Students
106	Des Moines, IA	24	6,786
107	Corpus Christi, TX	29	6,550
108	Houma-Thibodaux, LA	15	6,099
109	Atlanta, GA	16	6,083
110	Birmingham, AL	26	6,034
111	Tucson, AZ	21	5,781
112	Fort Worth, TX	19	5,647
113	Sioux Falls, SD	27	5,605
114	Charlotte, NC	21	5,604
115	Biloxi, MS	23	5,396
116	Jackson, MS	26	5,392
117	New Ulm, MN	32	5,374
118	Lincoln, NE	30	5,334
119	El Paso, TX	23	5,320
120	Bismarck, ND	24	5,282
121	Gaylord, MI	24	5,200
122	Santa Rosa, CA	18	5,164
123	Steubenville, OH	21	5,122
124	Kalamazoo, MI	25	5,103
125	Spokane, WA	22	4,986
126	Raleigh, NC	20	4,560
127	Stockton, CA	14	4,521
128	Burlington, VT	15	4,205
129	Monterey, CA	16	4,161
130	Reno-Las Vegas, NV	14	4,138
131	Lafayette, IN	21	4,036
132	Salina, KS	19	4,029
133	Superior, WI	22	3,992
134	Oklahoma City, OK	19	3,945
135	Austin, TX	16	3,700
136	Springfield-Cape Girardeau, MO	25	3,528
137	Tulsa, OK	15	3,399
138	Fargo, ND	17	3,261
139	Great Falls, MT	20	3,214
140	Salt Lake City, UT	10	3,054
141	Pensacola-Tallahassee, FL	11	3,006
142	Marquette, MI	13	2,935
143	Brownsville, TX	10	2,900
144	Beaumont, TX	12	2,805
145	Amarillo, TX	14	2,441
146	Duluth, MN	15	2,301
147	Boise, ID	13	2,296
148	Crookston, MN	14	2,252
149	Grand Island, NE	16	2,194
150	Gallup, NM	10	1,953
151	Pueblo, CO	14	1,909
152	Yakima, WA	8	1,856
153	Helena, MT	7	1,777
154	Cheyenne, WY	8	1,601
155	Dodge City, KS	11	1,578
156	Rapid City, SD	6	1,349
157	San Angelo, TX	7	840
158	Baker, OR	4	770
159	Fairbanks, AK	3	464
160	Anchorage, AK	1	109
161	Juneau, AK	1	107
TOTALS		9,723	3,217,795

CHART C

STATES RANKED BY
NUMBER OF STUDENTS

Rank	State	No. of Schools	No of Students
1	New York	1,120	439,048
2	Pennsylvania	922	333,309
3	Illinois	787	287,664
4	California	736	258,386
5	Ohio	626	233,476
6	New Jersey	571	196,473
7	Michigan	410	134,895
8	Wisconsin	460	116,316
9	Louisiana	260	107,712
10	Massachusetts	334	106,096
11	Missouri	332	96,670
12	Texas	296	81,501
13	Florida	177	74,334
14	Minnesota	256	67,339
15	Indiana	229	64,526
16	Connecticut	202	62,532
17	Kentucky	194	51,979
18	Iowa	181	48,290
19	Maryland	118	45,057
20	District of Columbia	109	37,641
21	Nebraska	133	30,360
22	Washington	98	27,243
23	Kansas	110	26,149
24	Rhode Island	77	25,093
25	Virginia	70	23,294
26	Colorado	73	17,725
27	Arizona	53	17,238
28	Delaware	37	15,884
29	Tennessee	55	15,821
30	Alabama	56	15,444
31	Hawaii	39	15,345
32	Oregon	65	14,724
33	Georgia	37	13,218
34	New Hampshire	37	11,415
35	Mississippi	49	10,788
36	North Carolina	41	10,164
37	New Mexico	33	8,916
38	West Virginia	45	8,905
39	North Dakota	41	8,543
40	South Carolina	30	7,931
41	Arkansas	38	7,562
42	Maine	27	7,526
43	Oklahoma	34	7,344
44	South Dakota	33	6,954
45	Montana	27	4,991
46	Vermont	15	4,205
47	Nevada	14	4,138
48	Utah	10	3,054
49	Idaho	13	2,296
50	Wyoming	8	1,601
51	Alaska	5	680
TOTALS		9,723	3,217,795

CHART D

ELEMENTARY/SECONDARY

SCHOOLS - ENROLLMENTS - FULL-TIME TEACHERS

CHART D

STATE Archdiocese/Diocese	NUMBER OF SCHOOLS # Elem Schools	 # Sec. Schools	 Total # Schools	NUMBER OF STUDENTS # Elem. Students	 # Sec. Students	 Total # Students
ALABAMA						
Birmingham	24	2	26	4,983	1,051	6,034
Mobile	27	3	30	7,224	2,186	9,410
ALASKA						
Anchorage	1	-	1	109	-	109
Fairbanks	1	2	3	235	229	464
Juneau	1	-	1	107	-	107
ARIZONA						
Phoenix	26	6	32	8,471	2,986	11,457
Tucson	19	2	21	4,725	1,056	5,781
ARKANSAS						
Little Rock	32	6	38	5,408	2,154	7,562
CALIFORNIA						
Fresno	24	2	26	6,102	1,277	7,379
Los Angeles	230	61	291	76,299	34,749	111,048
Monterey	14	2	16	3,274	887	4,161
Oakland	55	11	66	15,377	6,432	21,809
Orange	35	6	41	13,822	4,285	18,107
Sacramento	42	9	51	10,675	3,885	14,560
San Bernardino	29	2	31	7,752	1,389	9,141
San Diego	42	5	47	12,206	3,130	15,336
San Francisco	108	27	135	32,151	15,009	47,160
Santa Rosa	13	5	18	3,231	1,933	5,164
Stockton	12	2	14	3,134	1,387	4,521
COLORADO						
Denver	48	11	59	12,420	3,396	15,816
Pueblo	11	3	14	1,500	409	1,909
CONNECTICUT						
Bridgeport	51	12	63	13,216	6,013	19,229
Hartford	97	15	112	23,926	11,152	35,078
Norwich	21	6	27	4,841	3,384	8,225
DELAWARE						
Wilmington	29	8	37	10,779	5,105	15,884
DISTRICT OF COLUMBIA						
Washington, D.C.	83	26	109	25,884	11,757	37,641
FLORIDA						
Miami	60	16	76	25,647	11,461	37,108
Orlando	27	5	32	8,613	2,781	11,394
Pensacola-Tallahassee	10	1	11	2,191	815	3,006
St. Augustine	15	2	17	5,293	1,495	6,788
St. Petersburg	34	7	41	11,401	4,637	16,038
GEORGIA						
Atlanta	14	2	16	4,433	1,650	6,083
Savannah	16	5	21	5,015	2,120	7,135
HAWAII						
Honolulu	31	8	39	11,065	4,280	15,345
IDAHO						
Boise	12	1	13	1,809	487	2,296

CHART D

FULL-TIME TEACHING STAFF ELEMENTARY				FULL-TIME TEACHING STAFF SECONDARY				TOTAL ELEM. & SEC.
Sisters	Male Religious	Lay Teachers	Total	Sisters	Male Religious	Lay Teachers	Total	
73	–	169	242	9	4	44	57	299
85	5	229	319	4	10	97	111	430
5	–	1	6	–	–	–	–	6
8	–	4	12	4	7	11	22	34
–	–	7	7	–	–	–	–	7
87	–	207	294	21	27	105	153	447
63	–	139	202	11	11	41	63	265
83	14	163	260	18	25	83	126	386
74	1	140	215	8	10	59	77	292
781	4	1,772	2,557	325	284	1,295	1,904	4,461
41	5	73	119	5	8	30	43	162
150	1	382	533	69	58	267	394	927
133	–	339	472	37	26	180	243	715
104	–	295	399	31	36	180	247	646
85	2	165	252	4	2	57	63	315
137	–	274	411	31	10	138	179	590
321	3	836	1,160	141	100	587	828	1,988
62	12	70	144	25	16	90	131	275
29	–	86	115	10	9	50	69	184
123	–	464	587	49	29	144	222	809
33	2	69	104	20	6	40	66	170
205	–	468	673	62	37	239	338	1,011
333	1	664	998	139	62	393	594	1,592
71	–	118	189	27	35	149	211	400
135	6	340	481	65	58	228	351	832
364	–	732	1,096	167	128	597	892	1,988
223	5	841	1,069	79	77	469	625	1,694
88	–	245	333	19	7	125	151	484
20	–	89	109	6	1	29	36	145
36	–	185	221	11	5	56	72	293
130	15	375	520	28	24	226	278	798
54	–	164	218	10	12	92	114	332
69	–	131	200	19	16	88	123	323
163	2	251	416	51	37	181	269	685
18	–	68	86	4	3	17	24	110

CHART D (Continued)

STATE Archdiocese/Diocese	NUMBER OF SCHOOLS # Elem. Schools	 # Sec. Schools	 Total # Schools	NUMBER OF STUDENTS # Elem. Students	 # Sec. Students	 Total # Students
ILLINOIS						
Belleville	55	5	60	9,788	2,829	12,617
Chicago	390	69	459	139,582	56,083	195,665
Joliet	67	9	76	19,331	6,542	25,873
Peoria	56	8	64	13,033	4,374	17,407
Rockford	48	8	56	12,075	4,808	16,883
Springfield	63	9	72	14,496	4,723	19,219
INDIANA						
Evansville	30	5	35	5,687	1,995	7,682
Fort Wayne-South Bend	43	5	48	11,435	3,628	15,063
Gary	42	3	45	12,223	2,746	14,969
Indianapolis	71	9	80	17,726	5,050	22,776
Lafayette	19	2	21	3,597	439	4,036
IOWA						
Davenport	27	8	35	5,206	2,213	7,419
Des Moines	22	2	24	4,646	2,140	6,786
Dubuque	62	11	73	16,446	5,623	22,069
Sioux City	39	10	49	8,124	3,892	12,016
KANSAS						
Dodge City	11	-	11	1,578	-	1,578
Kansas City	41	8	49	9,624	3,579	13,203
Salina	12	7	19	2,036	1,993	4,029
Wichita	27	4	31	5,586	1,753	7,339
KENTUCKY						
Covington	57	15	72	11,341	4,309	15,650
Louisville	77	12	89	20,995	8,271	29,266
Owensboro	28	5	33	5,297	1,766	7,063
LOUISIANA						
Alexandria-Shreveport	25	7	32	6,392	2,123	8,515
Baton Rouge	24	7	31	11,249	2,268	13,517
Houma-Thibodeaux	12	3	15	4,386	1,713	6,099
Lafayette	42	17	59	13,834	4,762	18,596
New Orleans	94	29	123	42,701	18,284	60,985
MAINE						
Portland	23	4	27	6,227	1,299	7,526
MARYLAND						
Baltimore	93	25	118	31,513	13,544	45,057
MASSACHUSETTS						
Boston	167	58	225	47,585	24,431	72,016
Fall River	29	6	35	7,353	3,045	10,398
Springfield	36	4	40	9,997	3,322	13,319
Worcester	26	8	34	6,289	4,074	10,363
MICHIGAN						
Detroit	164	46	210	64,300	21,481	85,781
Gaylord	19	5	24	4,027	1,173	5,200
Grand Rapids	46	5	51	8,764	2,920	11,684
Kalamazoo	22	3	25	3,924	1,179	5,103
Lansing	40	6	46	10,917	3,306	14,223
Marquette	12	1	13	2,812	123	2,935
Saginaw	36	5	41	7,846	2,123	9,969

CHART D (Continued)

FULL-TIME TEACHING STAFF ELEMENTARY				FULL-TIME TEACHING STAFF SECONDARY				TOTAL ELEM. & SEC.
Sisters	Male Religions	Lay Teachers	Total	Sisters	Male Religions	Lay Teachers	Total	
132	–	329	461	33	18	109	160	621
1,214	–	4,001	5,215	634	363	2,084	3,081	8,296
166	2	603	771	65	47	221	333	1,104
158	–	439	597	30	37	206	273	870
123	–	379	502	41	28	190	259	761
227	–	483	710	54	30	187	271	981
74	1	220	295	30	12	93	135	430
143	3	344	490	10	21	141	172	662
148	2	374	524	29	24	102	155	679
152	2	604	758	42	10	208	260	1,018
30	–	124	154	4	–	32	36	190
86	4	170	260	36	11	89	136	396
65	–	215	280	18	14	97	129	409
216	–	507	723	73	28	195	296	1,019
118	20	298	436	57	37	155	249	685
29	–	49	78	–	–	–	–	78
124	–	330	454	36	11	180	227	681
42	–	59	101	17	9	83	109	210
90	–	194	284	24	9	94	127	411
150	–	358	508	80	20	170	270	778
175	–	734	909	72	48	313	433	1,342
56	–	190	246	35	10	57	102	348
70	5	173	248	28	2	98	128	376
69	–	410	479	18	10	131	159	638
28	3	168	199	6	9	92	107	306
153	13	570	736	50	27	306	383	1,119
305	30	1,407	1,742	138	111	811	1,060	2,802
132	2	131	265	22	25	44	91	356
405	3	916	1,324	194	111	503	808	2,132
932	10	1,167	2,109	457	183	841	1,481	3,590
139	–	150	289	57	26	109	192	481
204	7	287	498	90	8	105	203	701
144	1	110	255	56	10	187	253	508
614	14	1,858	2,486	288	124	990	1,402	3,888
50	–	121	171	6	–	45	51	222
148	14	284	446	28	12	134	174	620
36	1	168	205	9	6	62	77	282
93	5	330	428	31	5	152	188	616
55	–	79	134	4	–	3	7	141
86	–	227	313	21	1	70	92	405

CHART D (Continued)

STATE Archdiocese/Diocese	NUMBER OF SCHOOLS # Elem. Schools	 # Sec. Schools	 Total # Schools	NUMBER OF STUDENTS # Elem. Students	 # Sec. Students	 Total # Students
MINNESOTA						
Crookston	12	2	14	1,909	343	2,252
Duluth	15	–	15	2,301	–	2,301
New Ulm	29	3	32	4,525	849	5,374
St. Cloud	37	3	40	6,951	1,022	7,973
St. Paul-Minneapolis	111	14	125	32,890	9,277	42,167
Winona	25	5	30	5,468	1,804	7,272
MISSISSIPPI						
Biloxi	17	6	23	3,357	2,039	5,396
Jackson	20	6	26	4,324	1,068	5,392
MISSOURI						
Jefferson City	36	2	38	6,286	986	7,272
Kansas City-St. Joseph	45	12	57	12,081	5,262	17,343
Springfield-Cape Girardeau	22	3	25	2,805	723	3,528
St. Louis	178	34	212	48,762	19,765	68,527
MONTANA						
Great Falls	17	3	20	2,593	621	3,214
Helena	5	2	7	929	848	1,777
NEBRASKA						
Grand Island	9	7	16	881	1,313	2,194
Lincoln	24	6	30	3,762	1,572	5,334
Omaha	65	22	87	15,400	7,432	22,832
NEVADA						
Reno-Las Vegas	11	3	14	2,827	1,311	4,138
NEW HAMPSHIRE						
Manchester	31	6	37	8,947	2,468	11,415
NEW JERSEY						
Camden	70	12	82	21,488	7,640	29,128
Newark	216	49	265	63,612	23,428	87,040
Paterson	68	16	84	17,297	6,739	24,036
Trenton	118	22	140	41,204	15,065	56,269
NEW MEXICO						
Gallup	9	1	10	1,849	104	1,953
Santa Fe	20	3	23	5,312	1,651	6,963
NEW YORK						
Albany	67	15	82	16,304	4,397	20,701
Brooklyn	178	24	202	96,474	25,011	121,485
Buffalo	155	25	180	36,546	10,352	46,898
New York	287	69	356	100,137	40,493	140,630
Ogdensburg	28	3	31	5,796	1,291	7,087
Rochester	78	9	87	20,801	7,273	28,074
Rockville Centre	90	18	108	36,930	15,098	52,028
Syracuse	65	9	74	16,450	5,695	22,145
NORTH CAROLINA						
Charlotte	19	2	21	4,666	938	5,604
Raleigh	19	1	20	4,342	218	4,560

CHART D (Continued)

FULL-TIME TEACHING STAFF ELEMENTARY				FULL-TIME TEACHING STAFF SECONDARY				TOTAL ELEM. & SEC.
Sisters	Male Religious	Lay Teachers	Total	Sisters	Male Religious	Lay Teachers	Total	
51	1	67	119	15	1	8	24	143
33	–	80	113	–	–	–	–	113
60	–	171	231	10	1	45	56	287
95	–	245	340	13	34	41	88	428
378	2	1,181	1,561	74	35	430	539	2,100
77	2	246	325	33	11	104	148	473
44	–	111	155	13	20	89	122	277
52	–	184	236	17	2	73	92	328
77	6	205	288	6	8	35	49	337
119	1	511	631	113	11	252	376	1,007
37	–	103	140	11	–	35	46	186
542	16	1,546	2,104	267	120	791	1,178	3,282
30	1	110	141	12	5	27	44	185
15	–	34	49	11	10	30	51	100
14	1	7	22	15	3	95	113	135
69	3	136	208	24	13	104	141	349
191	71	584	846	99	80	365	544	1,390
33	2	77	112	8	13	49	70	182
192	–	190	382	40	19	100	159	541
288	–	475	763	76	49	267	392	1,155
838	23	2,022	2,883	241	168	930	1,339	4,222
230	–	495	725	74	83	157	314	1,039
533	8	1,215	1,756	149	88	668	905	2,661
42	–	44	86	14	1	1	16	102
72	2	166	240	14	20	56	90	330
207	–	470	677	68	16	155	239	916
584	22	2,361	2,967	417	186	785	1,388	4,355
550	–	1,365	1,915	161	114	408	683	2,598
1,077	48	2,440	3,565	561	362	1,430	2,353	5,918
112	1	164	277	15	18	37	70	347
150	–	686	836	97	54	217	368	1,204
464	1	1,024	1,489	294	126	443	863	2,352
312	–	427	739	99	53	206	358	1,097
70	–	129	199	13	1	44	58	257
57	–	118	175	5	–	10	15	190

CHART D (Continued)

STATE Archdiocese/Diocese	NUMBER OF SCHOOLS # Elem. Schools	 # Sec. Schools	 Total # Schools	NUMBER OF STUDENTS # Elem. Students	 # Sec. Students	 Total # Students
NORTH DAKOTA						
Bismarck	18	6	24	3,525	1,757	5,282
Fargo	15	2	17	2,576	685	3,261
OHIO						
Cincinnati	130	26	156	43,600	18,991	62,591
Cleveland	169	28	197	64,257	20,879	85,136
Columbus	55	15	70	15,120	6,145	21,265
Steubenville	17	4	21	3,595	1,527	5,122
Toledo	94	17	111	26,757	9,071	35,828
Youngstown	65	6	71	18,424	5,110	23,534
OKLAHOMA						
Oklahoma City	17	2	19	2,999	946	3,945
Tulsa	11	4	15	2,233	1,166	3,399
OREGON						
Baker	3	1	4	628	142	770
Portland	51	10	61	9,961	3,993	13,954
PENNSYLVANIA						
Allentown	77	10	87	15,300	5,536	20,836
Altoona-Johnstown	41	3	44	8,523	2,102	10,625
Erie	55	13	68	15,632	4,783	20,415
Greensburg	50	2	52	9,753	1,524	11,277
Harrisburg	60	10	70	13,467	5,207	18,674
Philadelphia	289	47	336	123,875	54,595	178,470
Pittsburgh	154	30	184	41,400	11,093	52,493
Scranton	70	11	81	14,992	5,527	20,519
RHODE ISLAND						
Providence	64	13	77	17,911	7,182	25,093
SOUTH CAROLINA						
Charleston	26	4	30	6,397	1,534	7,931
SOUTH DAKOTA						
Rapid City	4	2	6	871	478	1,349
Sioux Falls	24	3	27	4,311	1,294	5,605
TENNESSEE						
Memphis	18	6	24	4,930	2,889	7,819
Nashville	26	5	31	5,610	2,392	8,002
TEXAS						
Amarillo	12	2	14	2,003	438	2,441
Austin	15	1	16	3,418	282	3,700
Beaumont	10	2	12	2,121	684	2,805
Brownsville	8	2	10	2,109	791	2,900
Corpus Christi	24	5	29	5,013	1,537	6,550
Dallas	30	8	38	9,156	3,436	12,592
El Paso	19	4	23	4,114	1,206	5,320
Fort Worth	15	4	19	4,173	1,474	5,647
Galveston-Houston	50	9	59	13,938	5,236	19,174
San Angelo	5	1	6	759	81	840
San Antonio	55	15	70	15,126	4,406	19,532

CHART B (continued)

FULL-TIME TEACHING STAFF ELEMENTARY				FULL-TIME TEACHING STAFF SECONDARY				TOTAL ELEM. & SEC.
Sisters	Male Religious	Lay Teachers	Total	Sisters	Male Religious	Lay Teachers	Total	
52	2	103	157	35	9	72	116	273
41	–	115	156	9	6	10	25	181
389	1	1,469	1,859	163	80	745	988	2,847
607	–	1,709	2,316	214	107	755	1,076	3,392
145	–	466	611	64	19	272	355	966
63	1	92	156	20	24	54	98	254
355	3	766	1,124	132	63	304	499	1,623
190	3	556	749	44	23	194	261	1,010
47	–	98	145	20	5	37	62	207
32	–	81	113	11	10	34	55	168
13	–	12	25	5	2	7	14	39
182	–	343	525	81	50	171	302	827
279	–	349	628	125	37	145	307	935
121	3	232	356	32	10	76	118	474
198	–	556	754	82	53	199	334	1,088
166	–	287	453	26	5	47	78	531
224	1	355	580	134	24	173	331	911
1,752	7	2,578	4,337	637	369	1,438	2,444	6,781
674	–	1,261	1,935	232	51	437	720	2,655
316	1	274	591	136	21	209	366	957
295	1	407	703	113	77	189	379	1,082
93	1	245	339	35	7	79	121	460
15	5	50	70	8	7	28	43	113
66	3	162	231	12	9	53	74	305
41	2	227	270	18	38	142	198	468
48	2	217	267	20	6	110	136	403
32	–	66	98	3	–	20	23	121
24	2	126	152	6	1	12	19	171
24	–	90	114	8	2	38	48	162
27	–	67	94	8	6	31	45	139
81	–	125	206	25	6	49	80	286
113	–	289	402	33	30	208	271	673
41	–	153	194	15	12	36	63	257
37	–	186	223	7	11	68	86	309
129	1	575	705	40	37	188	265	970
7	–	37	44	1	–	3	4	48
247	2	431	680	88	48	135	271	951

CHART D (Continued)

STATE Archdiocese/Diocese	NUMBER OF SCHOOLS # Elem. Schools	 # Sec. Schools	 Total # Schools	NUMBER OF STUDENTS # Elem. Students	 # Sec. Students	 Total # Students
UTAH						
Salt Lake City	8	2	10	2,197	857	3,054
VERMONT						
Burlington	12	3	15	2,876	1,329	4,205
VIRGINIA						
Arlington	27	5	32	9,437	2,735	12,172
Richmond	28	10	38	8,129	2,993	11,122
WASHINGTON						
Seattle	59	9	68	14,834	5,567	20,401
Spokane	19	3	22	3,615	1,371	4,986
Yakima	7	1	8	1,575	281	1,856
WEST VIRGINIA						
Wheeling-Charleston	36	9	45	6,417	2,488	8,905
WISCONSIN						
Green Bay	100	9	109	20,730	3,892	24,622
LaCrosse	76	7	83	14,692	3,494	18,186
Madison	48	3	51	9,165	1,275	10,440
Milwaukee	178	17	195	47,677	11,399	59,076
Superior	21	1	22	3,893	99	3,992
WYOMING						
Cheyenne	7	1	8	1,447	154	1,601
TOTALS	8,159	1,564	9,723	2,364,753	853,042	3,217,795

CHART D (Continued)

FULL-TIME TEACHING STAFF ELEMENTARY				FULL-TIME TEACHING STAFF SECONDARY				TOTAL ELEM. & SEC.
Sisters	Male Religious	Lay Teachers	Total	Sisters	Male Religious	Lay Teachers	Total	
27	1	51	79	6	10	37	53	132
88	5	53	146	36	7	51	94	240
101	1	306	408	37	21	96	154	562
97	2	272	371	49	9	163	221	592
125	1	532	658	53	32	237	322	980
48	–	118	166	11	16	58	85	251
21	–	53	74	2	2	14	18	92
87	1	212	300	38	2	128	168	468
332	1	792	1,125	47	51	187	285	1,410
185	3	497	685	27	15	161	203	888
108	–	330	438	25	6	44	75	513
524	13	1,542	2,079	127	81	400	608	2,687
54	2	119	175	2	1	2	5	180
28	–	48	76	3	–	4	7	83
28,453	502	69,584	98,539	10,616	5,880	32,913	49,409	147,948